




**PROFESSIONAL DEVELOPMENT TOOLKIT
FOR NEW AND BEGINNING TEACHERS**

TIME MANAGEMENT

SEGMENT #3: ENHANCING TIME MANAGEMENT

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PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS

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Professional Development Toolkit for New and Beginning Teachers



The PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS is a research-based video streamed program with accompanying resource documents. The program is an outgrowth of a previous Commonwealth Educational Policy Institute (CEPI) online mentoring study at Virginia Commonwealth University. The findings of the online mentoring study revealed twelve topics new and beginning teachers felt additional university training would have led them to more effective use of best practices in the classroom. In this program, each of the twelve topics is presented in two to six stand alone video segments. The total number of segments is forty five. Suggested uses, in addition to personal viewing by K-12 teachers for self improvement, include professional development, mentor and mentee, university prospective teacher, and small or large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching and/or educational policy development.

The teachers in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent all disciplines in K-12 grades.

Resource documents for the programs are provided as PDF files to facilitate the use of the 45 video segments. The first set of documents is composed of: (1) a description of the project, (2) an introduction to program facilitators, including a definition of each topic, and a list of the video segments, and (3) a research formative study summary that helped to guide the project's development. The second set of documents is composed of: (1) a description of the project, (2) a full text transcript for each video segment, (3) a set of problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript. Many of the organizations and agencies referenced in the transcripts are actively involved in the development of video and professional development presentations that support policy and advocacy.

Every reasonable effort is made to present current and accurate information. Internet content, however, does appear, disappear and change over time. CEPI, as a university-based educational policy research institute endorses no specific position of any listed group.

TIME MANAGEMENT

SEGMENT #3: ENHANCING TIME MANAGEMENT



VIDEO SEGMENT TRANSCRIPT

Time Management: Techniques that help with personal organization of schedules, setting of priorities, and carrying out of goals related to the job of teaching.

Facilitator: Dr. [Loraine Stewart](#), Associate Professor
Department of Teaching and Learning
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AUDIO	VIDEO
<p>Establishing rules and procedures and organizing your classroom can be a major time saver. Yes, it takes time to carefully plan the setup for your classroom but the time spent will be well worth it in the future.</p> <p>My name is Loraine Stewart. I am an associate professor in the Department of Teaching and Learning at Virginia Commonwealth University. I would like to share some time management strategies that can enhance the learning environment. In this segment, we will focus on strategies for organizing your classroom and the importance of establishing rules and procedures.</p> <p>According to Dr. Fred Jones, in his study of classroom management, the physical arrangement of the classroom can have an impact on classroom discipline and the effectiveness of instruction. It can also impact the amount of time available for instruction and assessment. It is very easy for a teacher to lose valuable time searching for materials, organizing files, and frequently repeating rules and procedures. It would be much more effective if all of these things were established and organized in advance. Some steps that can be made to enhance the organization of your classroom and the establishment of rules and procedures are:</p> <ul style="list-style-type: none">• Clear out the clutter from your classroom. The less clutter you have to muddle through, the easier it will be to locate necessary materials.• Organize your files in a systematic manner such as according themes, standards, or subject areas. This will allow files to be readily available when you need them and it will also provide a permanent home for materials to be filed or added throughout the year.• Assign classroom jobs to your students and other individuals providing assistance in your classroom. Students enjoy helping out and job assignments teach them responsibility.	<p>DR. STEWART</p>

- Hold class meetings periodically to discuss recurring problems. These class meetings allow you to address issues of concern with the entire class versus individual students. Of course, these class meetings will not eliminate the need for individual conferences but they should reduce the number.
- Develop a home-school communication station where students can deposit and return notes and materials from home. Keeping these materials together will allow you to designate a special time for you to handle them versus trying to handle them throughout the day.
- Establish routines and procedures and teach them to your students during the early weeks of school.
- Create a station for completed student work. In addition to establishing a consistent location to deposit papers, this practice will also eliminate the need to collect papers throughout the day. This can be a major time saver.
- Create a "While You Were Out" area for papers for absent students. This will reduce the amount of time you will need to devote to updating students on missed assignments when they return after one or more days of absence.
- Establish an administrative basket or tray for reports that need to be completed and submitted. Frequently, papers and reports are distributed to teachers to complete and return days later but they can easily get lost in the shuffle due to the many other documents handled each day. Having a special location for papers and reports will make them easy to locate when needed and reduce the chance of forgetting about them.

Let's hear how establishing rules and procedures and an organized classroom have impacted time management for our teachers..

My name is Ashley Mosier, a first year teacher of sixth grade social studies and reading. After receiving my class assignment, I spent much of my summer attempting to formulate my expectations of the students who would enter my classroom at the beginning of the term. I wrote a letter to the students and their families clearly stating the most essential rules for our classroom and attached a contract to be signed and returned. On the first day of school, my students and I discussed these rules and why they were essential to establishing a community within the classroom. The rules were very simple and straightforward, for example, "be prepared" and "be polite." I purposefully left them open-ended so that we could work as a group to more clearly define them and decide together what we expected of each other. I also, gave parents opportunities to become involved.

ASHLEY MOSIER

I attempted to establish clear procedures from the first moment students entered my room. Since my students were all new to middle school, they were not used to adjusting to the expectations and procedures of multiple teachers. I knew that if I wanted them to follow along with my procedures, I would have to enforce them from day one. Students entered my classroom and immediately saw the overhead projector with the warm-up activity and began working. We moved right into social studies content, but stopped throughout the first few weeks to discuss why and how we did things in our classroom. I found that this was the best way to introduce my students to expectations in the classroom and help them become comfortable. For example, students know that when I ring my bell, which is not used often, they are to immediately be silent. And when I ask students to pass in their papers, they know exactly who to hand them to because we actually practice. I have found that most behavior issues occur when students do not have clear directions or are not sure of what is expected of them. By constantly reinforcing procedures, I have saved myself a great deal of time because I have not had to deal with disciplinary issues.

My name is Joe Crisp. I am a middle school PE and Health teacher. This is my first year of teaching, but I already know the value of rules and procedures for an organized classroom and learning environment. The initial charge to both me and to my students is to be consistent. By being consistent with rules and procedures, the students will know the consequences if they step out of line. In my program, observance of rules and procedures is a must for successful performance. Having "No rules" will present a greater opportunity for misbehavior and non-productive activity. The more time I spend in misbehavior correction, the less time I spend on instruction.

As you have heard, our teachers have uniquely different approaches to time management. The first experienced teacher saved lots of time organizing and labeling files long before her students arrived; while our second teacher, a new physical education teacher, is currently managing his time by establishing rules and procedures early to prevent behavioral problems. This type of time management will result in more teaching time. What time management strategies do you use?

JOSEPH CRISP

DR. STEWART

PROBLEMS AND SOLUTIONS

Time Management: Techniques that help with personal organization of schedules, setting of priorities, and carrying out of goals related to the job of teaching.

Ask yourself:

Are you feeling overwhelmed by outside of the classroom responsibilities (paperwork, meetings, deadlines) that you have which keep you from being as effective as you could be? How do you spend most of the time during the day?

Suggested use for this module:

1. Analyze:

Please select one of the scenarios below and problem-solve a list of possible solutions. Record your ideas in the space provided. Discuss these ideas with your other educators (mentor, colleagues, or other beginning teachers).

2. View:

Watch the corresponding video on this topic. How does this information change your ideas?

3. Compare:

Revisit the scenario selected. Next, review the section entitled, "Possible Solutions" comparing the ideas listed with your own list.

4. Reflect:

How will you apply this new information to your current or future classroom? What goal will you set to help you begin to change your practices? What support is needed to help you accomplish this goal?

5. Apply:

List the first step towards change below. Create a timeline for success and place deadlines in your personal planner as a reminder. How will you know when you have met your goals?

Scenarios 1 & 2: Time Management

Scenario 1: Team Planning Meetings

Mr. Isaic is a new teacher in a school in the Hampton Roads area. He has been hired to teach 4th grade. His team informs him that they will be meeting on Thursday during resource (45 minute block) and after-school (2 hours) each week to plan upcoming units. As a beginning teacher, he is thrilled to have the opportunity to get ideas from his co-workers. However, now that these meetings have been going on for about a month, he is becoming frustrated. The amount of time required to meet is keeping him from getting everything done each

week. The other teachers arrive late to the meetings and sometimes leave early. There are constant interruptions by the intercom and 4th grade students. Lastly, it seems that the other teachers want to share worksheets rather than really plan for teaching the necessary content. He also feels like he has so little to contribute. How can Mr. Isaic improve these meetings?

Scenario 2: Excessive Demands

It is hard to believe that it is interim time again. Ms. Gordon the new 7th grade social studies teacher at her middle school. How will she finish all her grading in time to send these reports home again next week? Since it is Tuesday afternoon, Ms. Gordon rushes back from her social committee meeting to supervise her students during an after-school cheerleading practice. The teacher copier has been broken all day and she is worried about when it will be fixed so that she can get her materials ready for Wednesday. As she sits in the bleachers in the school gym watching the team captain review a routing, she realizes that she is feeling really stressed. As she glances through her stack of mail sitting beside her, she finds a note from the assistant principal who is requesting that she turn in her interim progress reports for review by the end of the next day. How will Ms. Gordon be able to get everything done on time?

Circle the scenario that you selected below:

Scenario 1

Scenario 2

Record a list of your own possible solutions here:

Summary & Goal Setting:

POSSIBLE SOLUTIONS

Begin by asking yourself: What tasks are you doing that you don't need to be doing? Experts suggest...

- Try not to take on too many extracurricular responsibilities during your first couple of years of teaching.
- Allow your students to take responsibilities for some tasks. For example:
 - Not every assignment needs to be formally graded, are you utilizing self-assessment and rubrics to help students learn and achieve your goals?
 - Could cooperative learning produce better results for some of your individual assignments?
 - What routines can be established to alleviate unnecessary loss of instructional time?

(student work folders, less group bathroom breaks, welcome messages to get students started as they enter the classroom, better utilization of parent or community volunteers, curriculum review during wait time, absent basket for copies of missed work assignments)
- Work ahead rather than at the last minute. As educators, we must learn to be very flexible in our work tasks. Prepare for the next week of instruction at least an entire week ahead. It is hard at first, but becomes much easier with time. Advance planning allows you to avert crisis situations which arise in workplace environments (broken copiers, illness, enough time for finding and borrowing resources, last minute conferences, called faculty meetings) and you will still be highly effective in the classroom.
- Are there responsibilities that could be organized differently so that they require less time?
- Meetings and team collaboration take up a significant amount of your time, but this time is essential for sharing ideas and teaching strategies. As you attend various training sessions and meetings, keep your agenda/ planner up-to-date using the following strategies:
 - Take your planner with you to meetings record all events and deadlines in your planner as soon as they are announced. For larger tasks, create a timeline on your calendar to keep you on-track. A monthly planner may help you to visually "look ahead" at upcoming responsibilities.
 - Don't be afraid to ask colleagues or your supervisor to help you plan ahead for important upcoming deadlines. One suggestion is for administrators and new teachers to get together at least once each quarter to review expectations, share ideas, and 'look ahead' to upcoming events and deadlines.
 - Model what you value. Suggest to colleagues that you are all busy, so let's agree to some ground rules to keep us all on track during meetings and planning sessions (be present, prepare ahead and carry out assignments, everyone participates actively, stay on the agenda, avoid complaining & finish the meeting on-time)

- Communication Skills
 - Listen actively and carefully to students and parents, use I-messages rather than you-messages, meet regularly with your mentor for support, seek other 'helpful' colleagues with similar teaching philosophies to share and brainstorm your ideas with.
- Preventative Strategies
 - Many problems arise as a result of student boredom which requires a significant amount of teacher time for responding. Eliminate these disruptions by enriching your classroom learning environment (create learning centers or stations, use visuals while teaching, add a library section for topics of study, provide meaningful tasks for when students finish work early, play appropriate music during independent work, rearrange the environment to prevent learning disruptions)
 - Develop procedures so that students know what to expect. Post and model these procedures so that students can be self-sufficient. Where it is appropriate, implement an 'ask three, then me' policy.
 - Focus on the positive. It takes less time and is more effective to reward those students who are complying than it will take to enforce a negative consequence. Point out what is going well and other students will want to imitate these behaviors.

ANNOTATED RESEARCH BIBLIOGRAPHY

- ❖ Academic learning is influenced by the amount of time that students spend engaged in appropriate academic activities.

Brophy, Jere. (1986). *Research linking teacher behavior to student achievement: Potential implications for instruction of Chapter 1 students*. (ERIC Document Retrieval Service No. ED 293914)

- ❖ Teachers often fail to take into account the off-task time they devote to managing student behavior, managing classroom activities, and dealing with announcements and interruptions.

Brophy, Jere. (1986). *Research linking teacher behavior to student achievement: Potential implications for instruction of Chapter 1 students*. (ERIC Document Retrieval Service No. ED 293914)

- ❖ Time management techniques:

- Identify time robbers
- Learn to say "no"
- Enlist students to help with routine tasks
- Schedule, recoup time into your planning book
- Turn elephants into hors d'oeuvres (cut a huge task into small chunks so it seems less insurmountable)
- Fight procrastination (set priorities)
- Don't feel guilty

Parks, B. *Seven time-management sanity savers*. (n.d.). Retrieved October 18, 2007, from <http://teacher.scholastic.com/professional/classmgmt/timemanage.htm>

- ❖ As teachers become more and more accountable for student success, taking advantage of every minute of class time becomes crucial. Efficient use of class time can increase student performance and decrease teacher anxiety.

- Sample techniques include: lead-in activity (10 minutes), preview (5 minutes, lecture/notes (20-30 minutes), demonstration/group activity (15-20 minutes) and lesson overview (10-15 minutes)

Lucas, Curt. (2007) Time management. (n.d.). Retrieved October 18, 2007, from <http://www.education.ky.gov>

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